DOCUMENT RESUME

ED 210 082 JC 810 668

AUTHOR Arrington, Ronald; And Others
TITLE Community Needs Survey.
INSTITUTION Diablo Valley Coll. Pleasant Hill, Calif.; Field Research Corp., San Francisco, Calif.
PUB DATE 79
NOTE 78p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Community Attitudes; *Community Characteristics; Community Colleges; Community Services; Community Surveys; *Educational Needs; *Enrollment Influences; Needs Assessment; School Community Relationship; School Schedules; Teacher Effectiveness; Two Year Colleges

ABSTRACT

A telephone survey was conducted by Diablo Valley College (DVC) in 1979 to determine the characteristics of community residents and their opinions concerning DVC's programs and services. In addition to demographic data (i.e., length of residence in central Contra Costa County, age, size of household, head of household's employment and marital status, and sex), the survey sought to determine if residents were aware of DVC and its policies, programs, purposes, services, and extracurricular offerings on- and off-campus; if they had attended or considered attending classes and for what purpose; their preferences in scheduling and course offerings; and their evaluation of teaching quality at DVC. The findings of the survey included the following: (1) most residents knew of DVC, and 71% had visited the campus; (2) one-third of the respondents had taken at least one course at DVC, with men being more likely to enroll than women; (3) 40% of the respondents were aware of DVC's art exhibit, and 68% were aware of the college's athletic programs; (4) awareness of DVC and participation in activities or courses increased with length of residence in the county; and (5) among those who had not taken classes, "no spare time" was the most common reason given. The study report details methodology and presents findings in terms of demographic characteristics, awareness factors, enrollment factors, and public information. Conclusions, recommendations for further study, the questionnaire, and data tables are included. (KL)

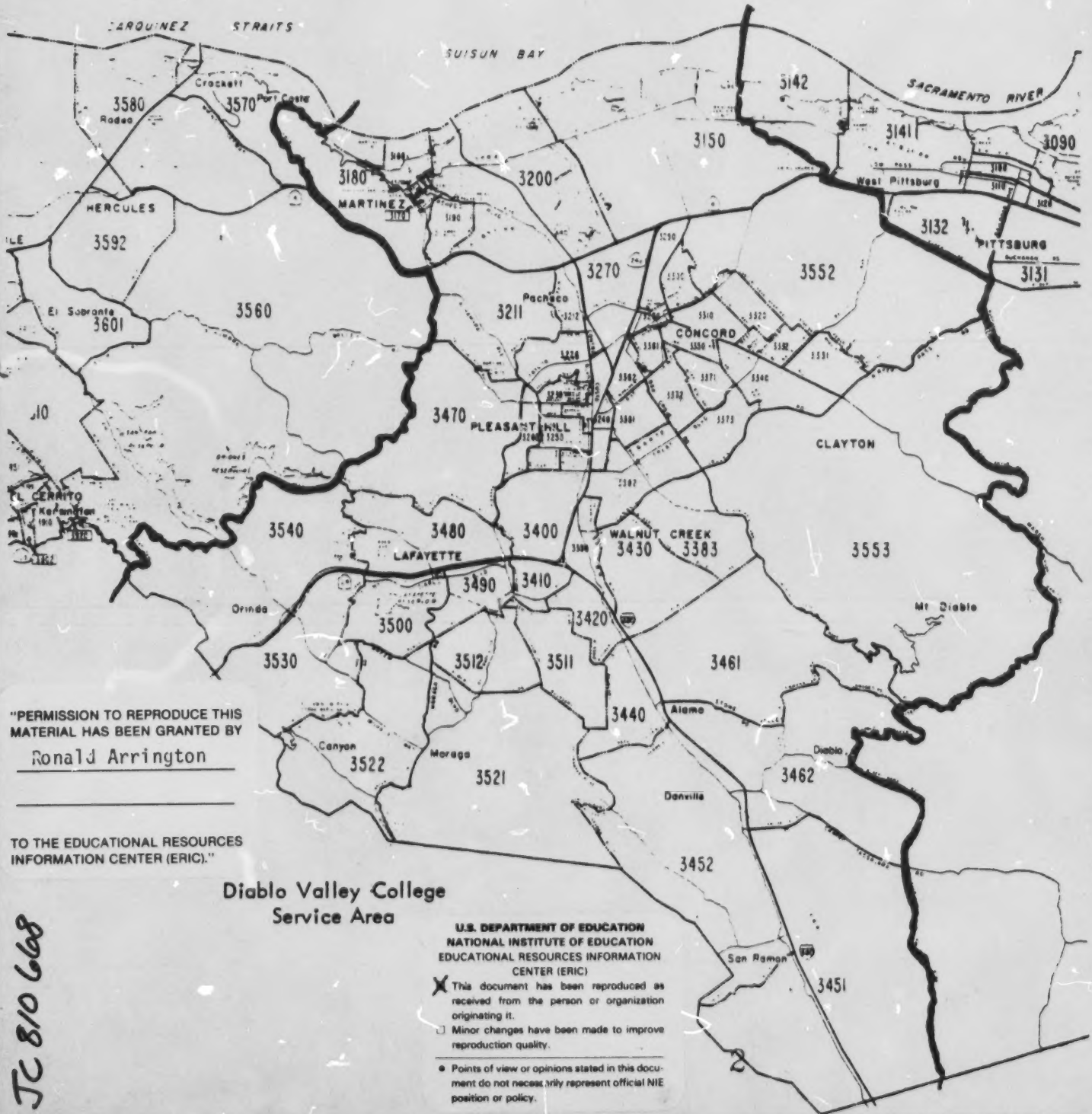
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210082

COMMUNITY NEEDS SURVEY

Diablo Valley College
Contra Costa Community College District

Pleasant Hill, California 94523
1979



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ronald Arrington

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Diablo Valley College
Service Area

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

JC 810 668

TABLE OF CONTENTS

Acknowledgements i

Introduction ii

I. Survey Methodology 1

A. Purposes of Study 1
B. Research Design 2
C. Data Collection 3

II. Findings 5

A. Demographic Characteristics 5
B. Awareness Factors 6
C. Enrollment Factors 10
D. Public Information 18

III. Conclusions 20

Appendices

A. Survey Questionnaire 24
B. Background and Qualifications of Field Research Corporation .. 31
C. Prefixes in the Survey Area, as Supplied by Pacific Telephone and Telegraph Company 37
D. Results of Field Research Corporation's 2100 Random Digit Generated Telephone Numbers 39
E. Tables

1. Central Contra Costa County Localities: Populations Represented in the DVC Community Needs Survey 40

2. Demographic Characteristics of DVC's Community Needs Sample: Comparison with Central Contra Costa County Census Data on Age, Sex, and Employment Status, and Survey Responses with Regard to Marital and Household Statuses 41

3. Length of Residence in Central Contra Costa County, Percentages by Sex and Age Group 43

4. Awareness of Local Colleges, Percentages by Sex and Length of Residence 44

TABLE OF CONTENTS (continued)

Appendix E - Tables

5. First Sources of Information About DVC, Percentages by Sex, Age Group and Enrollment Status 45

6. Visit to DVC Campus, Percentages of Respondents by Length of Residence 46

7. Knowledge of College Policies and Offerings, Percentages by Sex, Age Group, Enrollment Status, and Length of Residence 47

8. Knowledge of Extracurricular Activities and Programs 48

9. Previous and Current Enrollment at DVC, Percentages by Sex, Age Group, Length of Residence, and Employment and Marital Statuses 50

10. Reasons for Having Taken Classes at DVC, Percentages by Sex and Age Group Categories 51

11. Opinions of the Quality of Teaching at DVC, Percentages by Sex and Enrollment 52

12. Class Scheduling Preferences, Percentages by Sex, Age Group, Employment, Marital, and Head of Household Categories and by Residential Location 53

13. Interest in Attending Two Classes on the Same Day (4:00 p.m. to 7:00 p.m. and 7:00 p.m. to 10:00 p.m.), Percentages by Sex, Age Group, and Employment Status 54

14. Interest in Various Class-Meeting Formats and in Radio and Television Courses, Percentages by Sex, Age Group, Employment Status, and Residential Location 55

15. Ways of Informing Residents About DVC's Courses, Programs, and Activities, Percentages and Rankings .. 62

ACKNOWLEDGEMENTS

The work beyond the preparatory stage on the needs assessment was begun in the early spring of 1979 when Ronald Arrington, a graduate student in higher education at the University of California, Berkeley, was employed as a consultant. He developed the questionnaire with contributions from the President's Council, the Community Needs Assessment Project Committee, and several individuals.

In May, 1979, the San Francisco office of Field Research Corporation refined the questionnaire, selected the sample, undertook the survey, and reported the data. The first draft of the report was written and edited over the summer months.

Then in the fall of 1979, Ruth Sutter of the Social Science Division made some major revisions and interpretations of the data which were submitted to the President for review.

The document is, obviously, the work of many people, some of whom are hereby acknowledged: Ronald Arrington, James Hammill (instructor in data processing), Alex Quilici (student programmer), Cheryl LaFleur (President's secretary), the Field Research Corporation, the President's Council and the Community Needs Assessment Project Committee of Diablo Valley College.

William P. Niland
President

INTRODUCTION

Diablo Valley College (DVC) is one of three community colleges in the Contra Costa Community College District. The others are Contra Costa College in San Pablo and Los Medanos College in Pittsburg. DVC is located in Pleasant Hill, California, and serves primarily the central Contra Costa County localities of Martinez, Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek, Lafayette, Orinda, Moraga, Canyon, Alamo, Danville, and San Ramon. The population of this area is 281,479 according to the latest census (1975). The college currently enrolls about 20,000 students in day and evening classes, on and off campus.

Since its founding in 1949, the college has maintained a principle of offering a balance of programs and courses in general and career education. In recent years a number of changes have occurred in the region and among the people it serves. In addition to rapid population growth, there have been changes in the composition of the population, in patterns of work and leisure, in perceived educational needs, and in attitudes toward educational institutions as reflected in the passage of Proposition 13 in 1978. These changes, along with a recommendation of the visiting team from the Western Schools and Colleges Accreditation Association, have prompted the planning and implementation by the college of an on-going community needs assessment.

As a first step, during May, 1979 a telephone survey of area residents was conducted to determine community awareness and perceptions of the college and educational needs. A 32-item questionnaire was used. It was developed, after study of such surveys at other colleges, by DVC staff and a consultant, and pre-tested by Field Research Corporation (San Francisco), which also carried out the interviews. Administrators and faculty

representatives then analyzed the data, seeking guides to improvement of college offerings and ways of making them known in the localities served by the college.

Results of this survey, which are reported herein, show that DVC is known and understood as a resource for education and cultural activities. Almost all of the residents surveyed had heard of the college, and more than two thirds of them had visited the campus. One third had been enrolled in a DVC class and they rated the quality of teaching favorably. College policies, services, and extracurricular programs are, on the whole, well known, but some could be more widely publicized. From the responses, a number of ideas are being developed with regard to scheduling of classes, program development, communication aids, and subjects for further study in subsequent community needs assessments.

I. SURVEY METHODOLOGY

A. Purposes of Study

The purposes of community needs surveys are almost as numerous as the institutions conducting them. Generally speaking, however, they are a way of providing institutions with data for use in educational planning.

In the initiation of Diablo Valley College's community needs survey, three broad aims were defined: the extent to which the college, its programs, and its purposes are familiar to the residents of the area it serves; the extent to which it is fulfilling its responsibilities as perceived by the residents; and the self-perceived educational needs in the area as expressed by the residents surveyed. Based on these objectives, several questions were posed: (1) To what extent do residents know the college by name? (2) Are residents aware of DVC's policies and purposes? (3) Are they aware of the programs and services provided on campus and off campus? (4) What is their evaluation of the quality of teaching at DVC? (5) How many of them have attended or considered attending classes at DVC? (6) For what purposes have they enrolled? (7) What scheduling patterns would they prefer for classes? (8) Are residents aware of the various extra-curricular activities sponsored by the college? (9) What courses would residents currently like to have DVC offer?

The survey was planned to solicit the impressions, opinions, and feelings of local residents about DVC's programs and services. It was anticipated that the survey would bring the college to the community as well as provide the college with data for continuous program planning. It was expected that the sample of the residents surveyed would be representative of persons in the college's service area, so that results could be used in making generalizations about the needs of the community at large.

B. Research Design

A number of methods are available to institutions considering a community needs survey. Such studies may be descriptive, explanatory, or exploratory in nature, depending on aims, time limitations, and budget. In this instance, because of time and budget constraints,[1] a survey approach with a telephone-interview format was chosen.

A consultant assisted in design of the survey instrument. After its review and revision by college staff, Field Research Corporation, an independent national public opinion research firm located in San Francisco, was selected to (1) pretest the questionnaire, (2) train and supervise the interviewers, (3) conduct the telephone survey, (4) edit and code the questionnaire, (5) key punch the data, and (6) prepare a clean data deck for delivery to the college.

Pretesting a survey instrument prior to using it can serve several purposes. It can show where modification is needed to clarify ambiguous questions, provide feedback on the appropriateness of the instrument's design, and show how much time an interview can be expected to take (less than 12 minutes is optimum, to avoid "respondent fatigue"). The questionnaire as used in this survey is included in this report as Appendix A. See Appendix B for background and qualifications of the Field Research Corporation.

There are a number of advantages in using the telephone survey method, among them effectiveness, high percentage of completed interviews, and--as designed--representativeness of the sample. There are also disadvantages. They include omission of some households which do not have telephones in service, and inclusion of business numbers in addition to residences. Precautions were taken to assure representativeness and

---

[1] The time allowed for this project was March 8, 1979, through June 30, 1979, with a total budget not to exceed $15,000.

usefulness of the sample. First, some of the items on the questionnaire (e.g., demographic) were included as checks on representativeness. Second, Field Research Corporation was awarded the contract over other bidders because of its experience and reputation for accuracy, as well as its price competitiveness. Third, telephone prefixes were identified to cover only the service area of the college in order to safeguard against sampling households in another college's service area. These prefixes, as provided by the Pacific Telephone and Telegraph Company of Northern California, are given in Appendix C. Also, the project consultant kept in touch with the Field staff throughout the survey.

C. Data Collection

The survey population was defined as adults aged 18 or over residing in telephone households in central Contra Costa County. A random sample was drawn by means of a random-digit-generation program on the Field Research Corporation computer, which assures that non-listed telephone numbers are included but may also increase the number of unusable telephone numbers generated. From this program, 2,100 telephone numbers were generated in order to draw the desired number of interviews (± 500) for this survey (see Appendix D). This procedure allows for the assumption that if the entire population 18 years and older were surveyed the responses would be similar to those in the sample. Ninety-five percent of the time (± 5%) the conclusions made about the population would be correct. Field's procedures also assured that interviewers would make an equal effort to reach each number generated. Thus, the sample was self-weighting inasmuch as each prefix was intended to appear in the completed sample in proportion to the total assigned numbers with that prefix.

All interviews were conducted between the hours of 3:00 p.m. and 9:00 p.m. on weekdays and 10:00 a.m. and 6:00 p.m. on weekends. To assure that each number had an equal chance of being reached, up to four attempts were made, on varying days and times of day. This procedure has been used by Field's research staff for several years and has proved to maximize the chances of finding working adults and other hard-to-reach persons at home.

Once a household was contacted, respondents were selected by means of questions designed to provide an age-sex distribution that would represent the characteristics of the population being sampled. If only one adult was at home, the interviewer was instructed to interview that person. If more than one adult was at home, the interviewer was to speak with the youngest adult male 18 years of age or older. If no adult male was at home, then a woman 18 years of age or older was interviewed. This approach reflects a procedural judgment by Field's staff, based on experience, that it offsets a tendency in random samples of people "at home" to under-represent males, and young males in particular, who are typically at home less of the time than other groups in the population.

II. FINDINGS

The total number of interviews completed was 508. Response rates for items on the questionnaire varied somewhat, depending on the questions and the respondents' perceptions of whether they had enough information to respond, as well as their interests and general willingness to deal with the questions, but the average response rate was high: 96 percent overall, and 99-100 percent on a large majority of the items. The average time to complete an interview was nine minutes.

Findings are presented here in both tabular and descriptive form. Some of the factors under consideration have been summarized in the text rather than shown in tables. All data are available for review at the college.

In the plan of the survey, persons who were not aware of DVC were not asked all of the questions on the questionnaire (as it turned out, only six were unaware of the college). In this presentation of results, however, it seems most informative to use the total number as the basis for calculations--with a few exceptions which are obvious in the report--combining those who were unaware of the college with those who did not answer, or said they did not know, in response to particular questions. Percentages have been rounded off in most of the tables.

A. Demographic Characteristics

The central Contra Costa County localities in which the survey was done are listed in Table 1, with their populations, population proportions in DVC's service area, and, for comparison, population proportions in this survey. Table 2 shows age, sex, and employment status of persons in the sample as compared with data obtained in the most

recent census, a special census of Contra Costa County taken in 1975, and also household and marital statuses of the respondents. Table 3 shows length of residence of persons in the sample: It can be seen that almost two-fifths of the respondents said they had lived in the area fifteen or more years, and the majority have been residents for six or more years. The smallest proportions of persons who said they had lived in central Contra Costa County for six or more years were in the age groups 25-34.

These data should be considered in the context of population growth in Contra Costa County which was greatest in the central part of the county between 1950 and 1970. During this period the characteristic development was of low-density, single-family homes in neighborhoods that were almost entirely residential. Most of the employed population commuted to work in other parts of the Bay Area. The growth rate decreased between 1970 and 1975, and housing construction increasingly has taken the form of multiple-dwelling units. Family size has become smaller, and the number of single, separated, and divorced persons has increased. Business establishments, particularly in the retail trade, finance, and service sectors, have increased. Within the central part of the county, the most rapid recent growth of population has been in the San Ramon Valley, Moraga, and the eastern part of Concord and Clayton.

B. Awareness Factors

Diablo Valley College seems to have good visibility in its service area (Table 4). Eighty-six percent of the respondents named it when asked about community colleges in Contra Costa County. Respondents were asked about DVC directly only if they did not name it in response to the question, and only six then said they had not heard of it.

Also, considering that there are a number of other colleges in Contra Costa and adjacent counties which might be named, it is significant that DVC was named far more often than any other institution.

Women were more likely than men to name DVC, and, as Table 4 also shows, awareness increases greatly after the first year of residence in the area.

Those who knew of DVC were asked how they first heard of it (Table 5). More than one third answered friends and/or relatives. Living nearby and information from local high schools were mentioned next by the respondents as a whole. Analyzed by sex, age, and enrollment status, however, the responses differed: A larger proportion of women than men (42 as against 30 percent) said they had first heard of the college from friends and/or relatives, and a larger proportion of men than of women (14 as against 9 percent) mentioned high schools. High schools had been the first source of information about the college for relatively large proportions of respondents under 24 years of age. With regard to enrollment status, those who had never taken classes at DVC mentioned friends and/or relatives much more often than other sources of information about the college. Comparatively few respondents mentioned newspapers, a community agency, or a college brochure, although more of those who had never been enrolled at DVC did so than of those who had been enrolled. It should be noted that the answers are tabulated as given and that some respondents mentioned more than one source of information.

Seventy-one percent of the respondents had visited the campus. The proportions of men and women who had done so were about the same, and proportions among the various age groupings were significantly less only in the category of 65 years of age and older (50 percent). With regard to employment status (of heads of households),

more in the part-time category than in the other categories had visited the campus. The length of time of residence in the area may be the most significant factor: the longer the residence, the more likely that the respondent had visited the campus (shown in Table 6). The proportion reached 50 percent among those who had lived in the area two to three years, and 92 percent among residents of 15 or more years duration.

Respondents were also asked questions to elicit their knowledge of college policies and offerings. As shown in Table 7, a large proportion of those interviewed were aware that it offers a full range of day and evening classes (73 percent), residents 18 years of age and older can attend without paying tuition (70 percent), and most classes are transferable to four-year colleges (80 percent); half were aware that classes are offered off campus at various community locations. Women were a little more knowledgeable than men on all points except that of off-campus classes, about which awareness was 50 percent in both groups. The lowest percentages of awareness of off-campus classes occurred in the age groups 60-64 (36 percent) and 65 and older (35 percent), and among those who had never been enrolled at DVC (41 percent awareness of off-campus classes, as against 64 percent among those who had been enrolled). Unenrolled persons were also less likely to know of the other general policies of the college than those who had taken classes. However, length of residence, again, is clearly a factor.

Table 8 shows respondents' knowledge of DVC's main extracurricular activities and programs: the lecture series, the film series, concerts, athletic events, art exhibits, and

theater performances. It should be noted that many of these activities were limited in 1978-79, in comparison with offerings in previous years, because of the near-elimination of community service funds after the passage of Proposition 13.

Interviewers were instructed to ask first about awareness of these programs; those who were aware of a program were then asked whether they had attended and, if they had not, whether they would be interested in attending. Over all, awareness ranged from 40 percent (art exhibits) to 68 percent (athletic events), and averaged 51 percent. Attendance by the population sample as a whole ranged from 10 percent (lecture series) to 22 percent (athletic events). Among the persons aware of these activities, attendance was about one third (with the exception of the lecture series, now much limited--23 percent). And among those who were aware but had not attended, about half expressed interest in the film series, concerts, art exhibits, and theater performances, less in the lecture series (43 percent) and athletic events (21 percent).

As might be expected, respondents who had been enrolled at the college were much more aware of the various activities and more likely to have attended than persons who had never been enrolled. The latter, however, expressed a significant amount of interest in these activities, in some cases (lecture series, athletic events, and theater performances) more than those who had been enrolled, and in others (film series, concerts, and art exhibits) about the same amount in proportion to their numbers. Length of residence is a factor in that, generally, awareness and attendance increases the longer a person has lived in the area. But interest among persons who have not attended these programs follows no such pattern. In fact, in three instances (lecture series, concerts, and athletic events) interest appears to decrease over time. It may be that persons interested in these programs are, over time, increasingly included among those who attend them.

Patterns of awareness, attendance, and interest vary also from locality to locality, as shown in the table. It must be cautioned that in many of these categories the numbers from which the percentages are derived are too small to be other than suggestions for further study. Even so, it is worth noting that the recently growing area of the San Ramon Valley shows comparatively low rates of awareness and attendance for most of the activities but high rates of interest in three: film series, concerts, and theater performances.

C. Enrollment Factors

In addition to awareness, it is important to know who attends and for what purposes, their perceptions of teaching quality, and whether scheduling patterns are optimum for students and potential students.

One third of the respondents had taken a class or classes offered by the college. Thirty-two (6 percent) are currently enrolled. One hundred ninety-six (39 percent) said household members other than themselves have taken classes; in terms of age category the highest proportions of these respondents (more than 50 percent) were under 25 or between 45 and 59 years of age, and, in terms of length of residence, much the highest proportion (58 percent) had lived in the area 15 years or longer. Also significant in this regard was the enrollment status of the respondents: 57 percent of those who had taken classes said other household members had done so too, and 68 percent of those who had not been enrolled said other household members had not been enrolled either.

As may be inferred from Table 9, men are slightly more likely than women to have been enrolled (when their proportions in the population sample are taken into account). The age groups 21-24 and 25-29 are far more represented than the average, again in

terms of their proportions in the sample. Proportions of persons who have taken classes increase with length of residence.

Table 9 also relates enrollment to employment and marital status of heads of households. The current statuses were asked for and recorded by the interviewers, as can be seen in the questionnaire, but the time of enrollment was not asked for. However, in terms of proportions in the population sample, the categories of part time (25 percent) and unemployed (23 percent) are underrepresented in relation to the total (33 percent) of all respondents. With regard to marital status, the category of persons is less represented (30 percent) than that of single persons (39 percent) or that of separated, widowed, and divorced persons (41 percent).

Respondents who had taken classes at DVC were asked about their purpose in enrolling in the "last class" they had taken. This was not an open-ended question, and the goals listed on the questionnaire (self-improvement, career or job-related education, general education, preparation for a four-year college, and other) may have been interpreted in various and overlapping ways. Moreover, the purpose for taking a particular class may have differed from general purposes of enrollment. In any case, as shown in Table 10, only 14 percent of the responses were in the category of "preparation for a four-year college," and 12 percent in that of "general education." Almost all the rest were divided between "self-improvement" and "career or job-related education." A slightly larger percentage of the women than of the men in the sample answered "general education," and a larger percentage of the men than of the women answered "preparation for a four-year

college." Analyzed by age groupings, the data seem to show greater differences in purpose: "self-improvement" was the purpose for larger percentages of respondents between 40 and 59 and over 65 years of age than for others; "career and job-related education" for those 25-34, 40-54, and 60-64; "general education" for those 18-29; and "preparation for a four-year college" for those 18-24 and 30-39.

Of respondents who had not taken classes, 42 percent had considered doing so. Reasons for not taking classes, in order of frequency, were "no spare time," "too old for college," "working," "not interested," "already completed college," and "transportation problems." Less often mentioned were problems with child care, appeal of classes, and the times classes are scheduled. Twenty-one respondents were attending college elsewhere. No one said that expense was a problem, and no one said that parking problems were a reason for not enrolling.

The quality of teaching at DVC was rated, on the average, at 7.6 on a scale of 1 (lowest) to 10 (highest) by respondents who know of the college and gave an answer to the question (Table 11). Almost all of those who did not give an answer had never been enrolled. The responses of others who have not been enrolled may be considered as reputational, but it is worth noting that their ratings were slightly lower than those of persons who had taken classes at DVC. More women than men rated the quality of teaching at 9 and 10 on the scale.

All persons interviewed were asked to state their preference of time of day for attending classes if they did decide to do so. The choices offered were early morning, before 8:00 a.m.; mid-morning, between 8:00 and 12:00 noon; early afternoon, between 12:00 noon and 4:00 p.m.; late afternoon, between 4:00 p.m. and 7:00 p.m.; evening,

7:00 p.m. to 10:00 p.m.; and other to be specified. Interviewers were instructed to read all these response categories until respondents indicated their first choice. The results are shown in Table 12.

Forty-four percent of the population surveyed preferred evening classes, and 37 percent mid-morning classes. A larger proportion of men than of women preferred evening classes; more women than men preferred mid-morning and early-afternoon classes. The comparatively few persons who chose early morning, before 8:00 a.m., or late afternoon, between 4:00 and 7:00 p.m., included equal proportions of men and women. In the population sample under 21 and over 60 years of age, there was a clear preference for mid-morning classes. But in all the other age groups, evening hours were chosen more often than any other time.

Analysis by employment, marital, and head-of-household categories shows sharp differences in scheduling preferences. More than half of those in the full-time category chose evening, while half or more of those in the part-time or unemployed categories chose mid-morning and a significant proportion of the latter (18 percent) chose early afternoon hours. Where heads of households were categorized as single, an evening schedule was chosen by a majority, but in the married and the separated, widowed, or divorced categories the evening schedule was chosen only a little more than the mid-morning schedule. Heads of household chose the evening schedule first, then mid-morning, and, in equal proportions, early morning and early afternoon; non-heads of household chose mid-morning first, then evening, then early afternoon. An equal but very small proportion of heads and non-heads of household chose a late-afternoon schedule.

When the responses are analyzed by residential location, it can be seen that there is more interest in early morning classes, and also in evening classes, among San Ramon Valley residents than among others and most interest in mid-morning schedules in Orinda, Moraga, and Canyon. In all, the late-afternoon schedule was chosen less often than any other (4 percent).

Another question had to do with interest in attending a late-afternoon and an evening class on the same day. Interviewers were instructed to record responses as "very interested," "somewhat interested," "not too interested," and "not at all interested." The intent was to discover how much interest there might be in accruing college credits by attending only one day a week. The question may not have made this clear. In any case, the results (Table 13) suggest that about one fifth of the population sampled was very or somewhat interested in this scheduling pattern. Women seem slightly less interested than men, given their proportions in the population sample. Respondents under 25 years of age seem slightly more interested than the rest. The full-time employment category does not show significant differences from the averages, but the part-time category indicates more interest and the unemployed less interest.

A third question about class-meeting formats was intended to elicit preferences with regard to frequency of class meetings, interest in one-day workshops and in radio and television courses. That nothing was said in the question about length of classes or whether day or evening programs were meant may have affected the results. However, as Table 14 shows, most interest was expressed in once-a-week and one-day classes. When responses of "very interested" and "somewhat interested" are combined, twice-a-week classes are rated about equally highly. Less than one third of the respondents

said they were interested in class meetings of three or more times a week. Nearly two thirds expressed interest in short workshops. Radio classes were of interest to 28 percent; television classes to 46 percent.

Larger proportions of women than of men in the sample said they were interested in once-a-week, one-day, and television classes. Analysis by age group shows some variations, however, in interest expressed in these formats. Proportionately, the most interest in once-a-week classes was in the groups 25-49, and 55-59 years of age. Higher than average interest in twice-a-week classes appeared in all the groups up to 44 years of age. Twice the average rate of interest in classes meeting three or more times a week was found in the group under 21, and higher than average interest appeared among those up to 29 years of age. Significant interest in one-day workshops occurred in every age group up to the categories 45 and older. More than the average interest in radio classes occurred in five age groups: under 21, 25-29, 30-34, 60-64, and 65 and older. The greatest amount of interest in television classes was expressed by respondents 25-29 and 55 and older.

In the full-time employment category the most interest was in once-a-week classes (38 percent) and short workshops (37 percent). The part-time group also shows most interest in once-a-week and workshop classes (43 and 52 percent) and more interest than the other employment categories in classes meeting three or more times a week and in television classes. Least interested in workshops were those in the unemployed category.

Among residents of the localities being surveyed, once-a-week classes were preferred most frequently by those in Orinda (46 percent "very interested"), and least frequently by those in Moraga and Canyon (23 percent "very interested"), although when the responses of "very interested" and "somewhat interested" are combined Lafayette residents express the most interest (80 percent). Twice-a-week classes were chosen at about equal rates by residents of the various localities when these levels of preference are combined. Classes meeting three or more times a week were chosen much less often by residents of Orinda than by those in other localities. Short workshops seem to be of most interest in Lafayette (53 percent "very interested"), Moraga and Canyon (50 percent), and Orinda (46 percent). Television classes had the highest rate of preference in the San Ramon Valley when "very interested" is figured. When the levels of preference are combined, the ratings are (1) Lafayette (10 and 47 percent), (2) Orinda (13 and 42 percent), (3) San Ramon Valley (23 and 26 percent), and (4) Concord-Pleasant Hill-Walnut Creek (22 and 20 percent).

An open-ended question on courses respondents might like to have offered was included in the questionnaire. Sixty of the respondents were quoted by the interviewers as saying that the college already offers everything they need or want, or that they couldn't think of anything the college does not offer; 77 were listed as not knowing or not answering, and 4 said they were too old to be interested. The subjects and courses the rest of the respondents named ranged across existing offerings of the college, from

administration of justice to welding, and included topics well outside the college catalog, from "very simple Bible study" to "navigation" to "how to re-build shotguns." From the wording of many of the responses it would appear that respondents were not sure whether they should answer the question by listing their interests, by saying what they thought a community college should offer, or by contributing ideas for new courses. This ambiguity limits the usefulness of the results. For a number of individual subjects, too, the results cannot very well be used as guides because the number of responses is very small (often just one or two per subject)--otherwise put, the spread of responses across subject areas is wide. It may be the spread that is significant.

However, two kinds of generalization about the responses can be made: one by grouping general and specific references to subjects, and another by comparing certain categories against enrollment trends. The data left aside are available for review.

Excluding answers of those who said offerings were adequate or who for other reasons did not name subjects, there were 788 general and specific answers naming a program, course, subject, or topic. The arts were most often named. General terms--art or arts, arts and crafts, fine arts--were used 44 times, and specific subjects such as art appreciation, drawing and sketching, ceramics, and photography were named 72 times (14.7 percent in all). If dramatic arts and music are added in this grouping, as they may have been by those who said "arts" and "fine arts," the total is 149, or 18.9 percent of all subjects named. Business subjects were next often named. Business was named without reference to a specific subject 21 times; basic business administration courses were named 6 times, special subjects within the business field 32 times, secretarial

subjects 22 times, and matters of personal finance or planning 25 times--a total of 106, or 13.5 percent. References to courses and programs that are part of one or another technical area totalled 96, or 12.2 percent, and were mostly divided among computer science, electronics, engineering, and welding. References to subjects that, conventionally, are considered part of academic or professional education (excluding languages) totalled 76, or 9.6 percent. Subjects related to physical education, exercise, fitness, and sports were named 44 times, or 5.6 percent. Among subjects not currently offered by the college, automobile repair and mechanics, home repair and decorating, and health-profession courses appear to be the most wanted (at the rate of 2 to 3 percent, each, of all subjects named).

In at least two subject areas the interest expressed by the respondents appears to be greater than that suggested by recent enrollments. One is foreign languages. There were 12 references to languages generally, and 23 specifically (totaling 35, or 4.4 percent of named subjects--almost as many as to English language, skills, and literature combined, and more than to most other named areas of study). Another is political science, or politics in the ways the respondents thought of it. Eighteen expressed interest in current, local, governmental, and international political studies (2.3 percent--small in itself but larger than in many other named areas of study). Since enrollments have been declining in these areas in recent years, when and how these subjects are offered deserves attention.

D. Public Information

Colleges and universities have become increasingly concerned about ways to inform the public about programs and services they offer. Aside from considering what has been

effective in the past, perhaps the most obvious way to determine which of the communication media residents feel serves them best in this regard is to ask them directly. All persons interviewed were asked for the one best way of informing residents of the area about new courses, programs, events, and the like, and then for other ways. The responses are shown in Table 15.

Newspapers came first and college brochures second in responses on both the best way and other ways. Mailings came highest as the third best way and television as the third other way. It might be noted in passing that, while more than a third of the respondents said they had first heard about the college from friends and relatives, and relatively few from newspapers and brochures (see page 7), they recommended newspapers and brochures as means of informing residents about the college's programs and services. Also, almost half of those surveyed asked that the college send them information.

III. CONCLUSIONS

Telephone surveys have certain limitations. One of them is the omission of persons with unlisted numbers or without access to a telephone. Another derives from individuals' willingness to take the time of a telephone interview; in the present survey, of 830 contacts made there were 322 (39 percent) refusals to participate in the interview. Also, interviewers are limited to pre-determined questions, so that responses can be compared, and this might limit the conclusions and applications which can be developed from the data. And it must be noted that the design of the present survey was such that it did not reach recent high school graduates in numbers proportionate to the size of their past and present enrollment at Diablo Valley College, although it did reach a slightly larger proportion than exists in the general population of central Contra Costa County.

Given these limitations, it is possible to draw the following conclusions from this assessment of community needs:

1. Awareness of the college is high and increases with length of residence in the area. More than two thirds of the population surveyed had visited the campus; one third had taken classes.
2. The general policies of the college are well known, but only half the population surveyed was aware of its off-campus class offerings. Awareness of extracurricular activities and programs ranged from 40 to 68 percent; of those who were aware of the various events, 23 to 36 percent had actually attended them; and of those who had not attended 21 to 53 percent expressed an interest in them.

3. The longer the respondents had lived in the area, the more likely they were to be aware of and to have attended extracurricular programs, to have visited the campus, and/or to have taken classes offered by the college.
4. About one third of the respondents have been enrolled in DVC classes. Among these, persons who said they or the heads of their households were now employed full time were more represented than part-time or unemployed persons. Single, separated, widowed, and divorced persons were more represented than married persons. A majority (57 percent) of those who had taken classes said other household members had also been enrolled, but an even larger majority (68 percent) who had not taken classes said others in their households had not done so either. Among those who have not taken classes, the most common reason for not doing so was "no spare time." The reasons given for having taken classes require further analysis, since the categories may have been ambiguous; however, "self-improvement" and "career or job-related education" were given nearly three times as often as "general education" and "preparation for a four-year college."
5. The quality of teaching at DVC was viewed favorably, averaging 7.6 on a scale of 1-10.
6. Given choices of class schedules, most respondents preferred evening and mid-morning hours. A late afternoon and an evening class on the same day was of some interest to about one fifth of the population sampled. Once-a-week classes and short workshops were of most interest, on the whole,

among the class-meeting formats suggested by the interviewers. Nearly half the population sample expressed interest also in televised classes.

7. The best ways of informing residents of the area about courses, programs, and activities, according to the respondents, are newspapers, college brochures, mailings, and television, even though significant numbers of them said earlier in the interview that they had first heard about the college from friends and/or relatives or from a local high school.

It is a commonplace in survey research to end a report with the statement that more studies need to be done to clarify x, y, z, and o. In this instance, it is evident that some of the items in the survey questionnaire would have to be refined if this approach to community needs' assessment is pursued in the future. Such alterations would have to be taken into account in long-range assessments: data must not be forced into comparability. However, evidence on which to base curricular and institutional planning is important in the short as well as in the long run. The telephone survey reported here is only part of the collection of adequate evidence. It should be followed by depth interviews of residents, on-campus studies, and continuing re-assessments by faculty and administrators of what the college is offering in relation to its missions and goals.

We can be certain that a large percentage of the population surveyed responded from an impressionistic rather than an intimate knowledge of Diablo Valley College. This fact suggests that it is necessary to follow up on leads provided in the general assessment. These include the following:

1. An assessment of needs of students registered in the spring and/or fall, 1980, should be carried out in order to find responses to some of the same and similar questions asked in the general study: why they came to college; from what source they first learned of DVC; whether or not the courses and programs are in fact meeting their needs as they define them; whether the extracurricular activities programmed at the college are consonant with their needs; which of the time blocks they have found most suitable for taking classes and why; which patterns they followed in taking and/or completing their course work--day, day and evening, evening, late afternoon, etc.
2. The inquiry regarding short-term and one-day courses and workshops for credit should be extended to ascertain more specifically what needs are left unfulfilled.
3. Although not originating as a question out of this assessment, the large question of the offering by Diablo Valley College of zero credit/no-credit courses needs to be examined (see responses to Question 19).
4. The on-going search of the Registration-Recruitment Committee for a more accommodative registration procedure and a coordinated recruitment program must be continued in tandem with the assessment of needs.
5. The responses to Question 19 suggest categories of inquiry that need investigating; namely, improve, increase, expand. "Increase," for example, suggests three kinds of inquiry. Should the number of courses at the Pleasant Hill campus be increased? Should the offerings be increased simply by including other locations? Which of the many offerings should be increased?

APPENDICES

APPENDIX A

Field Research Corporation
San Francisco/Los Angeles

566-001

DIABLO VALLEY COLLEGE
COMMUNITY NEEDS SURVEY

Time Started: _____

INTRODUCTION:
Good (morning/afternoon/evening). My name is _____ and I'm calling from Field Research Corporation, a national marketing and opinion research firm. We are interested in getting the opinions of people in this area on a number of questions about this community. (IF NECESSARY, SAY: I would like to speak with an adult in the household.)

IF A WOMAN ANSWERS, SAY: For this survey, I am supposed to interview a male adult if there is one home now and if there are two male adults, I would like to interview the younger one who is 18 or over.

IF NO MALE ADULT OR MALE ADULT NOT AVAILABLE, CONTINUE INTERVIEW WITH WOMAN

IF A MAN ANSWERS, SAY: I would like to interview the youngest male adult 18 or over who is at home now--would that be you?

IF IT IS SOMEONE ELSE, ASK TO INTERVIEW THAT PERSON OTHERWISE CONTINUE INTERVIEW WITH MALE ADULT WHO ANSWERED

TIME BEGAN: _____

1. How long have you been a resident of Central Contra Costa County? /5

LESS THAN ONE YEAR 1
1-1.9 YEARS 2
2-2.9 YEARS. 3
3-5 YEARS. 4
6-9 YEARS. 5
10-14 YEARS. 6
15 OR MORE YEARS 7

2. There are a number of community colleges, or two year colleges that are sometimes called "junior" colleges in California. Can you think of any in Contra Costa County? (PROBE) Can you think of any others? (DO NOT READ LIST)

	UNAIDED AWARE /6-
Contra Costa College	1
Diablo Valley College	2
Los Medanos College	3
Other: (Specify) _____	0
_____	0

IF DIABLO VALLEY COLLEGE "NOT MENTIONED," ASK:

3. Have you ever heard of "Diablo Valley College" or DVC?

/7

YES . . . . 1 - Ask Q4
NO . . . . 2 -- SKIP TO Q16

4. How did you first hear about Diablo Valley College? (DO NOT READ LIST)

17-

FROM FORMER STUDENTS	1
FROM FRIENDS/RELATIVES	2
FROM FACULTY OR STAFF MEMBERS OF THE COLLEGE	3
FROM A COMMUNITY AGENCY	4
VISITED THE CAMPUS	5
ATTENDED CLASSES	6
HEARD ABOUT IN HIGH SCHOOL	7
FROM NEWSPAPERS	8
SAW BROCHURE	9
OTHER: (SPECIFY)_____	0
DON'T KNOW/CAN'T RECALL	X

5. Have you ever visited the DVC campus?

19-

YES 1
NO 2

6. Have you ever taken a class at Diablo Valley College, either on their campus or at other off-campus locations in the county?

20-

YES . . . . . 1 -- SKIP TO Q 9
NO . . . . . 2 -- ASK Q 7

IF NEVER TAKEN A CLASS AT DVC, ASK:

7. Have you ever seriously considered taking a class at DVC?

21-

YES 1
NO 2

8. Why haven't you ever(taken/considered taking) a class at DVC?
(RECORD RESPONSE AND CHECK CODES BELOW)

22-

Already completed college	1
Attending college elsewhere	2
Too old for college	3
Working	4
No spare time	5
Classes offered at inconvenient times	6
Childcare problems	7
Transportation problems	8
Parking problems	9

Other reasons: (SPECIFY)

_____ 0

_____ 0

No reason in particular/don't know . . . X

23-

Not interested	1
Classes not appealing	2
Can't afford it	3
Personal/health reasons	4
Afraid--ASK: Why is that?	5

_____

_____

_____

24-

25-

NOW SKIP TO QUESTION 11

ASK ONLY IF HAVE TAKEN A CLASS AT DVC

9. Are you currently taking a class at Diablo Valley College?

36.

YES 1
NO 2

10. And thinking about the last class you took at DVC, which of the following statements best describes your purpose for taking this class: (READ ANSWER CATEGORIES)

37.

FOR SELF IMPROVEMENT 1
FOR CAREER OR JOB RELATED EDUCATION 2
FOR GENERAL EDUCATION. 3
IN PREPARATION FOR A FOUR YEAR COLLEGE . . . 4
FOR SOME OTHER REASON (PLEASE SPECIFY)

_____ 0

_____

ASK EVERYONE AWARE OF DIABLO VALLEY COLLEGE

11. Has anyone else in your household ever taken a class at DVC?

38.

YES . . . . . 1 --ASK Q 12
NO. . . . . 2 --SKIP TO Q 13

IF YES, ASK:

12. Is anyone in your household (other than yourself) currently taking a class at DVC?

39.

YES 1
NO. 2

13. Next, I'd like to get your general opinion of the quality of the teaching at Diablo Valley College based on your own experience or anything you may have seen or heard about the school. Using a scale from 1 to 10, where 10 is high and 1 is low, how would you rate the quality of teaching at DVC?

LOW 1 2 3 4 5 6 7 8 9 10 HIGH 30.

14. Next, I'd like to ask you a few specific questions about DVC. Is it your impression that: (READ EACH STATEMENT AND RECORD) (IF RESPONDENT HESITATES, JUST EXPLAIN THAT WE ARE ONLY INTERESTED IN HIS/HER IMPRESSIONS EVEN IF HE/SHE DOES NOT KNOW FOR SURE)

	YES	NO	DON'T KNOW	
a. DVC offers a full range of day and evening classes?	1	2	3	31
b. most people, 18 years of age and older, who have lived in California for at least one year, can attend DVC without paying tuition or fees, other than related expenses for books and materials?	1	2	3	32

c. classes are offered off-campus at various community locations in Concord, Martinez, Danville and other sites? . . . . . 1 . . . . . 2 . . . . 3 ..

d. most classes taken at DVC are transferable to a four year college with full academic credit? . . . . . 1 . . . . . 2 . . . . 3 ..

15a. I'm going to read you a list of activities and programs which have been sponsored by Diablo Valley College. As I read each one, please tell me whether or not you are aware of the program. (READ EACH AND RECORD)

FOR EACH ONE RESPONDENT IS AWARE OF, ASK:

15b. Have you ever attended the (PROGRAM)?

FOR EACH PROGRAM AWARE OF BUT HAS NOT ATTENDED, ASK:

15c. Do you think you might be interested in attending (PROGRAM) or not?

	15a. AWARE OF		15b. ATTENDED		15c. INTERESTED	
	YES	NO	YES	NO	YES	NO
a. LECTURE SERIES	1 . .	X	1 . .	1	1 . .	1
b. FILM SERIES	2 . .	X	2 . .	2	2 . .	2
c. CONCERTS	3 . .	X	3 . .	3	3 . .	3
d. ATHLETIC EVENTS	4 . .	X	4 . .	4	4 . .	4
e. ART EXHIBITS	5 . .	X	5 . .	5	5 . .	5
f. THEATRE PERFORMANCES . .	6 . .	X	6 . .	6	6 . .	6

ASK EVERYONE:

16. If you are attending, or let's say you decided to go to college, which one of the following times of day would be your first choice? (READ ALL CATEGORIES)

EARLY MORNING BEFORE 8:00 a.m. 1
MID-MORNING, BETWEEN 8:00 a.m. AND 12 NOON. 2
EARLY AFTERNOON, BETWEEN 12 NOON AND 4:00 p.m. 3
LATE AFTERNOON, BETWEEN 4:00 p.m. AND 7:00 p.m. 4
EVENINGS FROM 7:00 p.m. to 10:00 p.m. 5

OR SOME OTHER TIME (SPECIFY)

_____ . . . 0

17. And how interested would you be in attending two evening classes on the same night, one that meets from 4:00 p.m. to 7:00 p.m. and another that meets from 7:00 p.m. to 10:00 p.m.? Would you be: (READ ANSWER CATEGORIES)

VERY INTERESTED 1
SOMEWHAT INTERESTED 2
NOT TOO INTERESTED 3
NOT AT ALL INTERESTED 4

18. There are a number of teaching and class scheduling choices available to a local community college. As I read each statement, please tell me how interested you might be in each: (READ STATEMENT AND REPEAT ENTIRE ANSWER CATEGORY)

	Would you be: VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	
a. the idea of having a class that meets only once a week.	1	2	3	4	42
b. the idea of having a class that you would attend twice a week . .	1	2	3	4	43
c. the idea of having a class that you would attend three times a week or more often	1	2	3	4	44
d. short workshops lasting only one day.	1	2	3	4	45
e. classes on the radio	1	2	3	4	46
f. classes given on television . .	1	2	3	4	47

19. Diablo Valley College is interested in the educational needs of the residents of Contra Costa County. If you had a choice, what programs and/or classes would you like to see Diablo Valley College offer? (PROBE) Any others?

48-

49-

50-

20a. There are many ways in which Diablo Valley College could inform members of the community about new courses, programs, events and the like. What one way do you think might be best? (CIRCLE ONE CODE)

b. What other ways might be used?

	a. BEST 51-	b. OTHERS 52-
RADIO	1	1
TELEVISION.	2	2
NEWSPAPER (WRITE IN, IF NAMED) _____ . .	3	3
FROM STUDENTS WHO ARE CURRENTLY ATTENDING. . .	4	4
FROM TEACHERS/COUNSELORS.	5	5
FROM FAMILY MEMBERS/FRIENDS . . .	6	6
THROUGH CAMPUS BROCHURES.	7	7
OTHER (SPECIFY) _____ . . .	0	0

In order to be able to classify your responses along with others in the survey, I need to ask you a few questions about yourself . . . . .

21. What is your approximate age? Are you: READ CATEGORIES

Under 21 1	40 - 44 6
21 - 24. 2	45 - 49 7
25 - 29. 3	50 - 54 8
30 - 34. 4	55 - 59 9
35 - 39. 5	60 - 64 0
	65 or older X

22a. Including yourself, how many people live in your household? TOTAL: _____

b. And how many are 18 years or older? 18 OR OLDER: _____

23. Do you consider yourself to be the head of this household?

YES 1
NO. 2

ASK ABOUT HOUSEHOLD HEAD:

24. (Are you/Is the head of the household) employed full time, employed part-time or not employed at all?

EMPLOYED FULL TIME. 1
EMPLOYED PART TIME. 2
NOT EMPLOYED. 3

25. And what is (your/the head of the household's) marital status?

MARRIED 1
SINGLE. 2
SEPARATED, WIDOWED OR DIVORCED 3

26. Would you be interested in having some general information about Diablo Valley College sent to you?

YES. . . . . .1 -- OBTAIN NAME AND ADDRESS OF RESPONDENT
NO 2

RESPONDENT NAME: _____

ADDRESS: _____

CITY: _____ ZIP CODE: _____

27. Do you have any comments you'd like to make about this survey?

28. RECORD SEX OF RESPONDENT

MALE. 1
FEMALE. 2

29. Now just in case my supervisor needs to verify that this interview was conducted, could you please tell me whether I have dialed (READ NUMBER) (WRITE IN BELOW)

Telephone Number _____

IF YOU HAVE NOT OBTAINED NAME AND ADDRESS, ASK:

30. And what city is this? _____ _____

31. And what is your name? _____

32. And the address? _____ Zip Code: _____

THANK RESPONDENT FOR HIS/HER COOPERATION. TIME ENDED: _____

APPENDIX B

BACKGROUND AND QUALIFICATIONS OF FIELD RESEARCH CORPORATION

(Prepared by FRC Staff)

Field Research Corporation has been serving the public opinion and consumer research needs of its business and institutional clients since 1945. Today it ranks with the leading research firms in the nation and is the largest headquartered in the West. We have a permanent staff of 40 in our San Francisco and Los Angeles offices. With this technical staff of highly skilled researchers, complete in-house reproduction and data processing facilities, and a large and experienced interviewing staff, Field Research is equipped to handle all phases of market and opinion research -- from design and planning through execution and final analysis -- and for all types of consumer research including attitude and image studies, market segmentation research, advertising and media research, and product use studies.

Our reputation has been built on consistent, high-quality research. We offer creativity in design when creativity is required, but more importantly we guarantee careful and continuous attention to detail in every step of the research process. On all jobs, large or small, clients can be assured of high quality research efficiently carried out by one of the most competent and experienced research teams in the country. FRC's permanent staff members have broad academic backgrounds in the social sciences, advanced statistical methods and computer

programming as well as many years of practical business research experience. Special consulting arrangements are also maintained with outstanding authorities in statistics, communications research and social psychology.

Our approach to client problems is to bring to bear the combined experience of our research staff in providing the types of research design and analysis which lead to actionable decision-making. All projects we undertake receive the careful attention of our professional staff. Every project is planned and directed by one of our senior staff members and each survey phase is supervised by our department specialists (e.g., interviewing, coding, and data processing).

In addition to our custom-designed survey research services, we operate The California Poll which is a nationally quoted public opinion news service. The Poll's reputation for fairness and impartiality is widely recognized, and its accuracy in charting opinion trends in turbulent California politics is demonstrated repeatedly year after year. Two major television stations and ten leading newspapers in California subscribe to The Poll.

In the California area, we maintain a crew of some 500 resident interviewers -- probably the largest and most highly trained in the West. Full-time supervisors working out of our Los Angeles and San Francisco offices are in constant touch with

members of the interviewing corps, recruiting and training new members, briefing, supervising and validating their work. In order to maintain an overall level of high-quality interviewing, we operate a program of interviewer recruitment and training in conjunction with, but separate from, day-to-day interviewing requirements. The training program consists of indoctrination seminars, "refresher" reviews with experienced interviewers, and on-the-spot audits in the field to examine their performance in actual interviewing situations.

FRC uses established professional field supervisors in markets throughout the U.S. These supervisors maintain trained resident interviewer groups composed of persons experienced in gathering data by personal interview, telephone interview or direct observation. Their recruitment and training programs assure the maintenance of a large and thoroughly trained interviewing force. FRC's large volume of research work enables us to frequently evaluate the work of many supervisors and to be sure that those selected on each project are maintaining their reliability and proficiency at a high level.

FRC maintains its own fully-equipped, in-house data processing facilities, including keypunches and a sophisticated computer system consisting of an IBM 1130 system interfaced directly to a 192K byte PDP 11/34 system with two RK-06 disk drive units. Output units include an IBM 1134 printer and a Digital Associates 600 LPM printer. The system is dial-up

accessible. FRC maintains a large library of tested data processing and analysis programs, including regression analysis, factor analysis, analysis of variance, perceptual mapping, and AID. We have used these scatistical techniques on a wide variety of studies and are fully conversant with their advantages as well as shortcomings.

FRC maintains in-house production facilities, including printing press, collating machines and bindery for producing questionnaires, reports, interviewer instruction manuals, and other documentation.

Other Research Experience

In addition to the studies and clients already cited, we regularly conduct consumer and public opinion research studies to measure attitudes toward various social issues and "images", attitudes and behavior toward various companies, products or services.

Among the clients of Field Research Corporation are included many public and private institutions and major corporations. Following is a partial list of some of the organizations, public bodies, and corporations for whom we are now or have recently conducted major research studies.

Airborne Freight
Anchorage Convention and Visitors' Bureau
Bank of America
Bechtel Corporation
British Airways

Bureau of Land Management
California Dental Association
California Medical Association
California Department of Consumer Affairs
California State Department of Education

California State Energy Commission
California State Office of Economic Opportunity
California State Office of Traffic Safety
California Teachers Association
CBS Inc.

City of Los Angeles
Colorado Ski Country
Crocker National Bank
Crown Zellerbach Corporation
Del Monte Corporation

Department of Motor Vehicles
Disneyland
Florida Power & Light
Fotomat Corporation
Freightliner Corporation

Appendix B (continued)

General Electric
Golden West Broadcasters
General Telephone
Harrah's Club
Harvard University

Heublein (United Vintners, Kentucky Fried Chicken)
Japan Airlines
Kaiser Foundation Health Plan
Kettering Foundation
Levi Strauss International

Marriott Corporation
National BankAmericard, Inc.
National Broadcasting Company
National Institute of Education
Olympia Brewing Company

Pacific Gas & Electric Company
Pacific Telephone Company
Polaroid Corporation
Rand Corporation
Safeway Stores, Inc.

Saga Enterprises, Inc.
Schenley Industries
Seattle Mariners
Shell Oil Corporation
Sherman Clay

Sperry & Hutchinson Company
SRI International
Stanford University
Union Oil Company
United California Bank

Universal Studios
University of California (Berkeley, Irvine, UCLA)
Vivitar Corporation
Western Oil & Gas Association
Weyerhaeuser Company
Wm. Wrigley, Jr. Company

APPENDIX C

THE PACIFIC TELEPHONE AND TELEGRAPH COMPANY
NORTHERN CALIFORNIA
P.O. BOX 6045 • CONCORD, CALIFORNIA 94524

March 27, 1979

Mr. Ron Arrington
C/O President's Office
Diablo Valley College
321 Golf Club Road
Pleasant Hill, California 94523

Dear Ron:

Here is the information you requested. I have listed all the communities and their prefixes that you need for your study.

Martinez - Serves Martinez and parts of Pleasant Hill and Walnut Creek

228 229 372

Orinda - Serves Orinda and parts of Moraga and Lafayette

254

Lafayette - Serves Lafayette and parts of Moraga, Pleasant Hill and Walnut Creek

283 284

Moraga - Serves Moraga and Rheem

376

Concord - Clayton - Serves Eastern part of Concord and Clayton

672

Concord - Serves Concord, Pacheco and parts of Plearant Hill

671 672 676 682 685 686
687 689 798 825 827

Danville - Serves Alamo, Diablo, Danville, Dublin and San Ramon

828 829 833 837 838

Walnut Creek - Serves Walnut Creek and parts of Pleasant Hill and Martinez

932 933 934 935 937 938
939 944

Any questions or problems, please call me at 671-6022.

Sincerely,

L. Richardson
Service Representative

APPENDIX D

RESULTS OF FIELD RESEARCH CORPORATION'S 2100 RANDOM DIGIT GENERATED TELEPHONE NUMBERS (N=508)

	a. Telephone Numbers	b. Percent of Num. Dialed	c. Percent of Usable Numbers
Total Numbers Dialed (one or more times)	2100	100%	
- Not assigned; non-working numbers	749	36%	
- Business numbers	274	13%	
Total Usable Numbers	(1077)	(51%)	(100%)
- No answer after 4 attempts	180	9%	17%
- Busy after 4 attempts	24	1%	2%
- No adult at home after 4 attempts	29	1%	3%
- Communication problem	14	7%	1%
Total Contacts made	(830)	(40%)	(77%)
- Refusals	322	15%	30%
Interviews Completed	508	24%	47%

TABLES

TABLE 1

CENTRAL CONTRA COSTA COUNTY LOCALITIES:
POPULATIONS REPRESENTED IN THE DVC COMMUNITY NEEDS SURVEY

LOCALITY	POPULATION[1]				SURVEY INTERVIEWS OF PERSONS 18 YEARS OF AGE AND OVER[2]	
	Total		Persons 18 years of age and over		% of sample (N = 508)	% as verified by prefix[3] (N = 477)
	Number	% of DVC service area	Percent of population in service area	Percent of total 18 or older		
Martinez	18,702	6.6	5.0	7.2	10.4	10.7
Concord, Clayton, Pacheco	99,683	35.4	22.9	33.2		
Pleasant Hill	25,398	9.0	6.3	9.1	59.3	57.7	61.4
Walnut Creek	46,034	16.4	11.7	17.0		
Lafayette	19,628	7.0	6.5	9.4	5.9	6.3
Orinda	16,362	5.8	4.0	5.8	4.7	5.0
Moraga, Canyon	14,577	5.2	3.5	5.1	4.3	4.6
Alamo, Danville San Ramon	41,095	14.6	9.1	13.2	11.2	12.0
TOTAL	281,479	100.0	69.0	100.0	94.2	100.0

[1] Sources: Contra Costa County Planning Department, 1975 Countywide Special Census: Statistical Summary (Oct. 1975, reissued Feb. 1977), and census tract data in Social Profile: Contra Costa County, Part II: Social Indicator Framework (Oct. 1978).

[2] Locations identified through telephone prefixes as supplied by Pacific Telephone and Telegraph Company. Since these do not correspond exactly with census tracts or with community boundaries, the figures must be considered only as approximations for purpose of comparison. For instance, Pleasant Hill residents cannot be identified by telephone prefix alone, because Pleasant Hill does not have its own telephone exchange; prefixes in that locality are shared with Walnut Creek, Lafayette, Concord, and Martinez.

[3] Twenty-six (5.1%) of the total of 508 respondents did not verify their telephone prefix and thus are not accounted for in this tabulation. Five (1%) appear, from their telephone prefixes, to be outside DVC's service area and may have been reached by dialing error or tabbed erroneously by keypunch error.

TABLE 2

DEMOGRAPHIC CHARACTERISTICS OF DVC'S COMMUNITY NEEDS SAMPLE: COMPARISON WITH CENTRAL CONTRA COSTA COUNTY CENSUS DATA ON AGE, SEX, AND EMPLOYMENT STATUS, AND SURVEY RESPONSES WITH REGARD TO MARITAL AND HOUSEHOLD STATUSES

AGE GROUP	NEEDS SURVEY, PERCENT	CENTRAL CONTRA COSTA COUNTY, PERCENT[1]
18-20	9.6	14.8
21-24	7.1	
25-29	10.6	22.8
30-34	10.8	
35-39	12.8	29.6
40-44	10.2	
45-49	7.3	
50-54	8.1	16.6
55-59	6.9	
60-64	4.9	4.8
65 and over	11.4	10.8
SEX		
Male	46.1	51.8
Female	53.9	48.2
EMPLOYMENT STATUS		
	(Head of Household)	(Total)
Full time	75.0	50.5
Part time	4.7	7.1
Unemployed	17.5	2.7
Adult students	NA	8.1
Others not in labor force	NA	31.7
No answer	2.8	NA

TABLE 2 (continued) - Demographic Characteristics of DVC's Community Needs

MARITAL STATUS IN SURVEY SAMPLE	
Married	72.2
Male	35.0
Female	38.2
Single	12.4
Male	7.0
Female	5.4
Separated, widowed, divorced	12.4
Male	3.0
Female	9.4
No answer	3.0
HEAD OF HOUSEHOLD STATUS IN SURVEY SAMPLE	
Yes	53.9
Male	36.0
Female	18.0
No	45.9
Male	10.0
Female	36.0
No answer	0.2

[1]Age categories used in the 1975 special census were broader than the ones used in DVC's community needs survey. Employment status categories differed in that "adult students" were separately identified from unemployed persons and others not in the labor force, and the count was of persons 16 years old or over. Also, the survey question was of employment status of head of household. The refinement of employment categories in the census report suggests that in future community needs studies the question of employment should be revised.

TABLE 3

LENGTH OF RESIDENCE IN CENTRAL CONTRA COSTA COUNTY, PERCENTAGES BY SEX AND AGE GROUP

YEARS	TOTALS, PERCENT (N = 508)	SEX				AGE GROUP, PERCENT OF CATEGORY										
		Male		Female		18-20	21-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65 and over
		% in total	% of category (N = 234)	% in total	% of category (N = 274)	(N = 49)	(N = 36)	(N = 54)	(N = 55)	(N = 65)	(N = 51)	(N = 37)	(N = 41)	(N = 35)	(N = 25)	(N = 58)
Less than one	8.3	4.3	9.4	4.0	7.4	8.2	13.9	11.1	16.7	3.0	7.9	13.5	---	2.9	8.0	6.9
1 - 1.9	7.3	3.0	6.4	4.3	8.1	12.3	2.8	14.9	5.6	10.6	5.9	---	4.9	---	8.0	8.6
2 - 2.9	5.5	3.0	6.4	2.5	4.8	---	5.5	11.1	13.0	9.1	5.9	5.4	2.4	---	---	1.7
3 - 5	13.2	5.3	11.5	7.9	14.7	4.1	---	20.4	29.7	24.2	17.7	2.7	7.3	8.6	8.0	6.9
6 - 9	14.8	5.5	12.0	9.3	16.9	18.5	13.9	3.7	13.0	21.2	19.7	18.9	14.6	11.4	8.0	17.3
10 - 14	11.8	5.9	12.8	5.9	11.0	12.3	16.6	7.4	5.6	18.2	15.7	10.8	12.2	17.1	---	10.4
15 +	39.0	19.1	41.4	19.9	37.2	45.1	47.1	31.6	16.7	13.6	27.6	48.5	58.3	59.9	68.3	48.3

TABLE 4

AWARENESS OF LOCAL COLLEGES, PERCENTAGES
BY SEX AND LENGTH OF RESIDENCE

COLLEGES NAMED	TOTALS, PERCENT (N = 508)	SEX		LENGTH OF RESIDENCE, YEARS, PERCENT OF CATEGORY						
		Male, % of category (N = 234)	Female, % of category (N = 274)	< 1 (N = 42)	1-1.9 (N = 37)	2-2.9 (N = 28)	3-5 (N = 67)	6-9 (N = 75)	10-14 (N = 60)	15 + (N = 198)
Diablo Valley College	86	81	91	66	81	86	81	88	88	91
Contra Costa College	21	26	17	7	8	11	16	25	22	28
Los Medanos College	32	33	31	2	11	11	21	33	30	49
Others	11	11	11	12	--	14	12	9	8	14
No answer	10	15	6	31	19	11	15	5	8	5

TABLE 5

FIRST SOURCES OF INFORMATION ABOUT DVC, PERCENTAGES BY SEX, AGE GROUP, AND ENROLLMENT STATUS

SOURCES NAMED	TOTALS PERCENT (N = 508)	SEX		AGE GROUP, PERCENT OF CATEGORY											PREVIOUS OR CURRENT ENROLLMENT AT DVC	
		Male, % of category (N = 234)	Female, % of category (N = 274)	18-20 (N = 49)	21-24 (N = 36)	25-29 (N = 54)	30-34 (N = 55)	35-39 (N = 65)	40-44 (N = 51)	45-49 (N = 37)	50-54 (N = 41)	55-59 (N = 35)	60-64 (N = 25)	65 + (N = 58)	Yes, % (N = 167)	No, % (N = 335)
Former students	5	5	6	6	--	7	6	5	2	--	12	6	12	4	4	6
Friends/relatives	36	30	42	37	19	33	33	39	43	43	39	31	40	41	22	42
DVC faculty/staff	<1	--	<1	--	--	--	--	2	--	--	--	--	--	--	--	<1
Community Agency	1	1	1	--	--	4	--	--	2	--	--	--	4	2	--	1
Campus visit	2	2	2	2	--	--	--	3	6	3	5	3	--	2	3	2
Class attendance	7	9	6	2	8	9	15	3	12	14	12	3	--	4	21	1
High school	11	14	9	37	44	15	7	5	6	5	2	3	--	2	18	8
Newspaper	5	5	6	--	--	2	4	3	4	8	10	9	4	14	4	6
College brochure	2	3	2	2	3	2	4	2	4	--	2	3	--	2	1	3
Living nearby	16	18	14	10	8	17	15	15	14	19	17	29	24	14	16	15
Other	3	5	2	4	3	6	4	6	2	--	2	--	--	5	2	4
Don't know, can't recall, no answer	13	13	13	8	11	7	11	21	10	14	7	14	16	14	10	13

TABLE 6

VISIT TO DVC CAMPUS,

PERCENTAGES OF RESPONDENTS BY LENGTH OF RESIDENCE

RESPONSES	TOTAL PERCENT (N = 508)	LENGTH OF RESIDENCE, YEARS, PERCENT OF CATEGORY						
		<1 (N = 42)	1-1.9 (N = 37)	2-2.9 (N = 28)	3-5 (N = 67)	6-9 (N = 75)	10-14 (N = 60)	15+ (N = 198)
Yes	71	31	45	50	58	72	70	92
No	28	62	51	50	42	28	28	7
No answer	1	7	3	--	--	--	2	1

TABLE 7

KNOWLEDGE OF COLLEGE POLICIES AND OFFERINGS,
PERCENTAGES BY SEX, AGE GROUP, ENROLLMENT STATUS, AND LENGTH OF RESIDENCE

	POLICIES AND OFFERINGS											
	Full Range of Day and Evening Classes			No Tuition for Residents			Off-campus Classes			Most Classes Transferable to Four-Year Colleges		
	Yes	No	Don't know, no answer	Yes	No	Don't know, no answer	Yes	No	Don't know, no answer	Yes	No	Don't know, no answer
TOTALS, %												
(N = 508)	73	6	21	70	9	21	50	16	34	80	5	15
CATEGORIES, %												
Sex												
Male (N = 234)	68	8	24	63	12	25	50	18	32	77	5	18
Female (N = 274)	76	4	20	75	6	19	50	15	35	82	5	13
Age Group												
18-20 (N = 49)	94	--	6	76	16	8	49	27	24	88	6	6
21-24 (N = 36)	64	11	25	69	11	20	61	11	28	83	6	11
25-29 (N = 54)	76	6	18	76	17	7	52	15	33	89	--	11
30-34 (N = 55)	72	13	15	76	9	15	61	19	20	84	7	9
35-39 (N = 65)	70	6	24	73	7	20	47	12	41	82	3	15
40-44 (N = 51)	73	4	23	63	8	29	49	16	35	88	2	10
45-49 (N = 37)	76	14	10	81	5	14	54	14	32	76	16	8
50-54 (N = 41)	75	5	20	71	10	19	46	27	27	78	12	10
55-59 (N = 35)	71	3	26	74	3	23	63	17	20	83	6	11
60-64 (N = 25)	64	4	32	68	--	32	36	16	48	64	4	32
65+ (N = 58)	60	2	38	43	7	50	35	9	56	54	--	46
Enrollment at DVC												
Yes (N = 167)	83	6	11	82	9	9	64	10	26	81	9	10
No (N = 335)	64	6	30	61	9	30	41	18	41	76	3	21
Length of Residence, Years												
Less than one (N = 42)	50	5	45	52	12	36	33	14	53	64	7	29
1 - 1.9 (N = 37)	70	3	27	59	8	33	40	8	52	70	3	27
2 - 2.9 (N = 28)	61	7	32	61	7	32	61	11	28	86	7	7
3 - 5 (N = 67)	63	10	27	69	12	19	51	12	37	75	4	21
6 - 9 (N = 75)	77	7	16	68	15	17	49	21	30	84	4	12
10 - 14 (N = 60)	82	3	15	78	5	17	53	17	30	82	3	15
15+ (N = 138)	78	6	16	74	7	19	53	18	29	82	6	12

TABLE 8

KNOWLEDGE OF EXTRACURRICULAR ACTIVITIES AND PROGRAMS

RESPONSES, TOTALS	ACTIVITIES AND PROGRAMS					
	Lecture Series	Film Series	Concerts	Athletic Events	Art Exhibits	Theater Performances
Awareness[1]						
Yes, %	44	43	54	68	40	59
No, %	41	43	32	18	46	27
(Rank order)	(4)	(5)	(3)	(1)	(6)	(2)
Attendance (persons aware of program)						
Yes, %	23	36	30	33	33	32
No, %	77	64	70	67	67	68
(Rank order)	(6)	(1)	(5)	(2)	(3)	(4)
Interest (persons aware of program but never attended)						
Yes, %	43	49	53	21	49	53
No, %	51	44	42	74	43	40
No answer	6	7	5	5	8	7
(Rank order)	(5)	(3)	(1)	(6)	(4)	(2)

[1]Thirteen percent of the respondents were unaware of extracurricular activities and programs, and an additional 1-2 percent did not answer the question.

TABLE 8 - KNOWLEDGE OF EXTRACURRICULAR ACTIVITIES AND

CODE: The code under each activity and program below is as follows:

I = Awareness (percent of category)
II = Attendance (percent of persons aware of program)
III = Interest (percent of persons aware of but never attended program)

RESPONSES, CATEGORIES, %	ACTIVITIES AND PROGRAMS																	
	LECTURE SERIES			FILM SERIES			CONCERTS			ATHLETIC EVENTS			ART EXHIBITS			THEATER PERFORMANCES		
	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III	I	II	III
Enrollment at DVC																		
Yes (N = 167)	60	44	38	65	49	50	64	48	53	79	37	14	52	54	48	75	50	52
No (N = 335)	35	6	45	31	23	49	47	18	53	59	31	26	32	15	47	48	18	54
Length of Residence, Years																		
Less than 1 (N = 42)	24	10	56	19	13	43	26	--	73	50	9	37	21	11	63	43	6	53
1 - 1.9 (N = 37)	32	8	55	22	13	71	43	6	73	59	27	31	32	--	33	51	26	57
2 - 2.9 (N = 28)	39	18	56	43	8	55	29	--	63	50	7	31	25	14	67	36	20	63
3 - 5 (N = 67)	36	13	52	27	28	44	51	24	58	54	22	25	36	37	53	55	16	48
6 - 9 (N = 75)	44	27	50	44	33	45	55	37	54	72	22	21	41	35	40	59	34	58
10 - 14 (N = 60)	45	18	36	52	45	35	52	23	46	70	45	18	43	31	50	60	45	55
15+ (N = 198)	55	29	35	55	43	48	67	39	46	78	43	15	46	40	49	67	37	51
Locality																		
Martinez	47	29	41	55	50	50	73	38	57	69	34	22	39	35	39	73	51	39
Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek	41	24	46	47	29	28	59	31	42	77	36	20	45	34	46	63	32	55
Lafayette	47	36	67	47	57	67	50	33	80	73	18	6	47	50	43	63	32	54
Orinda	50	--	83	33	13	57	54	8	50	50	17	30	58	7	85	50	--	67
Moraga, Canyon	66	29	50	50	36	43	55	17	60	64	50	43	23	20	75	64	14	42
Alamo, Danville, San Ramon	28	25	33	32	33	58	37	14	61	58	27	4	40	22	28	49	29	60

TABLE 9

PREVIOUS AND CURRENT ENROLLMENT AT DVC,
PERCENTAGES BY SEX, AGE GROUP, LENGTH OF RESIDENCE, AND
EMPLOYMENT AND MARITAL STATUSES

	ENROLLMENT AT DVC		
	YES	NO	NO ANSWER
TOTALS, (N = 508)	33	66	1
CATEGORIES,			
Sex			
Male (N = 234)	34	65	1
Female (N = 274)	32	67	1
Age Groups			
18-20 (N = 49)	26	74	--
21-24 (N = 36)	64	33	3
25-29 (N = 54)	50	50	--
30-34 (N = 55)	33	63	4
35-39 (N = 65)	24	76	--
40-44 (N = 51)	33	67	2
45-49 (N = 37)	35	65	--
50-54 (N = 41)	37	63	--
55-59 (N = 35)	34	63	3
60-64 (N = 25)	20	80	--
65+ (N = 58)	14	85	1
Length of Residence, Years			
Less than 1 (N = 42)	5	88	7
1 - 1.9 (N = 37)	11	89	--
2 - 2.9 (N = 28)	18	82	--
3 - 5 (N = 67)	24	76	--
6 - 9 (N = 75)	31	69	--
10 - 14 (N = 60)	30	68	--
15+ (N = 198)	50	49	1
Employment Status of Head of Household			
Full time (N = 381)	35	65	<1
Part time (N = 24)	25	70	5
Unemployed (N = 89)	23	73	4
Marital Status of Head of Household			
Married (N = 367)	30	69	1
Single (N = 63)	39	59	2
Separated, widowed, divorced (N = 63)	41	59	--

TABLE 10

REASONS FOR HAVING TAKEN CLASSES AT DVC,
PERCENTAGES BY SEX AND AGE GROUP CATEGORIES

	SELF-IMPROVEMENT	CAREER/JOB RELATED	GENERAL EDUCATION	PREPARATION FOR 4-YEAR COLLEGE	OTHER	NO ANSWER
TOTALS, %	35	35	12	14	1	3
CATEGORIES, %						
Sex						
Male	35	35	12	18	<1	<1
Female	35	35	14	11	--	5
Age Group						
18-20	--	26	20	53	--	--
21-24	17	17	17	26	--	9
25-29	33	37	15	4	4	7
30-34	32	42	11	16	--	--
35-39	35	29	12	24	--	--
40-44	44	39	11	6	--	--
45-49	43	43	7	--	--	7
50-54	48	44	11	--	--	--
55-59	50	33	12	8	--	--
60-64	20	80	--	--	--	--
65+	63	13	13	13	1	13

TABLE 11

OPINIONS OF THE QUALITY OF TEACHING AT DVC,
PERCENTAGES BY SEX AND ENROLLMENT

	Ratings											
	1 (lowest)	2	3	4	5	6	7	8	9	10 (highest)	No Answer	Means
TOTALS, % (N = 508)	<1	<1	1	1	6	6	16	20	10	9	31	7.6
CATEGORIES, %												
Sex												
Male (N = 234)	--	<1	1	1	5	7	17	21	8	7	33	7.5
Female (N = 274)	< 1	--	1	1	7	6	15	19	11	10	29	7.8
Enrollment at DVC												
Yes (N = 167)	--	1	1	2	5	6	20	28	16	13	6	7.8
No (N = 335)	< 1	--	1	1	6	6	13	15	6	6	42	7.4

TABLE 12

CLASS SCHEDULING PREFERENCES,
PERCENTAGES BY SEX, AGE GROUP, EMPLOYMENT, MARITAL,
AND HEAD OF HOUSEHOLD CATEGORIES AND BY RESIDENTIAL LOCATION

	BEFORE 8:00 am	BETWEEN 8:00 am AND 12 NOON	BETWEEN 12 NOON AND 4:00 pm	BETWEEN 4:00 pm AND 7:00 pm	FROM 7:00 pm TO 10:00 pm	OTHER	NO ANSWER
TOTALS, %	6	37	7	4	44	<1	2
CATEGORIES, %							
Sex							
Male (N = 234)	6	24	5	4	57	<1	3
Female (N = 274)	6	49	9	4	32	--	1
Age Group							
18-20 (N = 49)	8	53	4	8	27	--	--
21-24 (N = 36)	6	33	6	8	44	--	3
25-29 (N = 54)	6	24	7	2	59	--	2
30-34 (N = 55)	4	30	--	4	61	--	2
35-39 (N = 65)	2	33	3	6	56	--	--
40-44 (N = 51)	14	37	6	2	43	--	--
45-49 (N = 37)	--	40	5	5	49	--	--
50-54 (N = 41)	7	29	5	5	54	--	--
55-59 (N = 35)	11	20	11	6	49	--	3
60-64 (N = 25)	4	48	16	8	20	--	4
65+ (N = 58)	5	57	17	2	9	2	8
Employment Status Head of Household							
Full time (N=381)	6	32	4	4	53	<1	1
Part time (N=24)	9	55	8	4	21	--	4
Unemployed (N=89)	7	50	18	5	14	--	6
Marital Status Head of Household							
Married (N = 367)	6	39	6	3	44	<1	2
Single (N = 63)	6	21	10	10	53	--	1
Separated, widowed, or divorced (N=63)	6	38	6	6	41	--	2
Head of Household							
Yes (N = 274)	7	22	7	4	58	<1	2
No (N = 233)	5	55	7	5	27	--	1
Locality							
Martinez	4	41	8	8	37	--	1
Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek	7	38	7	4	41	--	3
Lafayette	3	37	10	10	40	--	--
Orinda	--	46	8	4	38	--	4
Moraga, Canyon	5	50	9	--	36	--	--
Alamo, Danville, San Ramon	9	33	5	2	47	2	2

TABLE 13

INTEREST IN ATTENDING TWO CLASSES ON THE SAME DAY
(4:00 p.m. to 7:00 p.m. and 7:00 p.m. to 10:00 p.m.)
PERCENTAGES BY SEX, AGE GROUP, AND EMPLOYMENT STATUS

	VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	NO ANSWER
TOTALS, %	7	15	13	64	<1
CATEGORIES, %					
Sex					
Male (N = 234)	7	15	15	63	<1
Female (N = 274)	7	15	12	66	<1
Age Group					
18-20 (N = 49)	12	20	29	39	--
21-24 (N = 36)	5	30	15	50	--
25-29 (N = 54)	6	15	9	70	--
30-34 (N = 55)	9	19	11	61	--
35-39 (N = 65)	12	12	11	65	--
40-44 (N = 51)	2	17	6	74	2
45-49 (N = 37)	8	11	13	65	3
50-54 (N = 41)	7	12	19	61	--
55-59 (N = 35)	3	17	11	69	--
60-64 (N = 25)	12	16	12	60	--
65+ (N = 58)	2	7	10	81	--
Employment Status Head of Household					
Full time (N = 381)	7	17	14	62	<1
Part time (N = 24)	13	22	17	52	--
Unemployed (N = 89)	7	9	7	77	--

TABLE 14

INTEREST IN VARIOUS CLASS-MEETING FORMATS
AND IN RADIO AND TELEVISION COURSES,
PERCENTAGES BY SEX, AGE GROUP, EMPLOYMENT STATUS, AND RESIDENTIAL LOCATION

	VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	NO ANSWER
SUMMARY: TOTALS, %					
A. Class meets once a week	36	34	12	16	1
B. Class meets twice a week	28	43	12	17	1
C. Class meets three or more times a week	14	17	22	47	1
D. Short (one-day) workshops	35	29	8	27	1
E. Class on radio	11	17	16	56	<1
F. Class on television	19	27	13	41	<1
A. CLASS MEETS ONCE A WEEK	**VERY INTERESTED**	**SOMEWHAT INTERESTED**	**NOT TOO INTERESTED**	**NOT AT ALL INTERESTED**	**NO ANSWER**
TOTALS, %	36	34	12	16	1
CATEGORIES, %					
Sex					
Male (N=234)	33	32	15	18	2
Female (N=274)	39	35	10	15	1
Age Group					
18-20 (N=49)	25	31	22	20	2
21-24 (N=36)	17	44	19	17	3
25-29 (N=54)	54	22	13	9	2

(continued)

TABLE 14 - INTEREST IN VARIOUS CLASS-MEETING FORMATS (continued)

A. CLASS MEETS ONCE A WEEK (continued)	VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	NO ANSWER
Age Group					
30-34 (N=55)	46	39	8	7	--
35-39 (N=65)	44	33	8	12	3
40-44 (N=51)	37	35	12	15	2
45-49 (N=37)	48	27	14	11	--
50-54 (N=41)	22	44	19	15	--
55-59 (N=35)	43	40	6	11	--
60-64 (N=25)	16	36	24	20	4
65+ (N=58)	31	26	3	38	2
Employment Status Head of Household					
Full time (N=381)	38	35	12	14	1
Part time (N=24)	43	33	8	16	--
Unemployed (N=89)	28	32	12	26	2
Residential Location					
Martinez	33	29	24	12	2
Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek	38	31	11	19	1
Lafayette	43	37	7	13	--
Orinda	46	38	8	8	--
Moraga, Canyon	23	41	9	23	4
Alamo, Danville, San Ramon	33	33	16	18	--

TABLE 14 - INTEREST IN VARIOUS CLASS-MEETING FORMATS (continued)

B. CLASS MEETS TWICE A WEEK	VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	NO ANSWER
TOTALS, %	28	43	12	17	1
CATEGORIES, %					
Sex					
Male (N=234)	27	41	12	18	1
Female (N=274)	28	44	12	15	1
Age Group					
18-20 (N=49)	33	45	12	8	2
21-24 (N=36)	25	56	8	11	--
25-29 (N=54)	33	50	11	4	2
30-34 (N=55)	22	58	9	11	--
35-39 (N=65)	30	42	11	14	3
40-44 (N=51)	33	41	13	11	2
45-49 (N=37)	24	43	16	16	--
50-54 (N=41)	32	41	17	10	--
55-59 (N=35)	20	43	14	23	--
60-64 (N=25)	28	28	16	28	--
65+ (N=58)	19	21	10	48	2
Employment Status Head of Household					
Full time (N=381)	29	45	12	13	1
Part time (N=24)	17	55	12	16	--
Unemployed (N=89)	26	30	13	30	1
Residential Location					
Martinez	23	47	14	14	2
Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek	30	40	10	18	1
Lafayette	30	43	13	13	--
Orinda	21	46	25	8	--
Moraga, Canyon	27	41	18	14	--
Alamo, Danville, San Ramon	21	46	12	19	2

TABLE 14 - INTEREST IN VARIOUS CLASS-MEETING FORMATS (continued)

C. CLASS MEETS THREE OR MORE TIMES A WEEK	VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	NO ANSWER
TOTALS, %	14	17	22	47	1
CATEGORIES, %					
Sex					
Male (N=234)	15	16	26	42	1
Female (N=274)	12	17	20	51	<1
Age Group					
18-20 (N=49)	27	45	12	16	--
21-24 (N=36)	25	19	22	33	--
25-29 (N=54)	13	22	33	30	2
30-34 (N=55)	9	19	20	52	--
35-39 (N=65)	12	11	26	50	1
40-44 (N=51)	19	10	23	49	--
45-49 (N=37)	11	11	22	56	--
50-54 (N=41)	10	17	24	49	--
55-59 (N=35)	--	9	23	68	--
60-64 (N=25)	20	12	24	44	--
65+ (N=58)	7	9	17	65	2
Employment Status Head of Household					
Full time (N=381)	13	17	25	45	<1
Part time (N=24)	21	8	12	59	--
Unemployed (N=89)	15	15	15	54	1
Residential Location					
Martinez	10	27	16	45	2
Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek	14	18	24	43	1
Lafayette	13	13	27	47	--
Orinda	4	4	29	62	--
Moraga, Canyon	18	18	14	50	--
Alamo, Danville, San Ramon	18	12	26	45	--

TABLE 14 - INTEREST IN VARIOUS CLASS-MEETING FORMATS (continued)

D. SHORT (ONE-DAY) WORKSHOPS	VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	NO ANSWER
TOTALS, %	35	29	8	27	1
CATEGORIES, %					
Sex					
Male (N=234)	28	30	11	31	<1
Female (N=274)	41	29	6	23	1
Age Group					
18-20 (N=49)	29	39	12	16	4
21-24 (N=36)	31	39	5	25	--
25-29 (N=54)	52	26	6	17	--
30-34 (N=55)	45	24	7	24	--
35-39 (N=65)	35	39	2	23	1
40-44 (N=51)	39	35	4	23	--
45-49 (N=37)	40	24	8	27	--
50-54 (N=41)	37	22	17	24	--
55-59 (N=35)	40	23	11	26	--
60-64 (N=25)	16	28	12	44	--
65+ (N=58)	14	21	10	53	2
Employment Status Head of Household					
Full time (N=381)	37	30	9	23	1
Part time (N=24)	52	20	--	28	--
Unemployed (N=89)	23	27	6	43	1
Residential Location					
Martinez	35	29	12	24	--
Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek	34	32	7	26	1
Lafayette	53	17	13	17	--
Orinda	46	33	8	13	--
Moraga, Canyon	50	27	9	9	5
Alamo, Danville, San Ramon	35	32	3	30	--

TABLE 14 - INTEREST IN VARIOUS CLASS-MEETING FORMATS (continued)

E. CLASS ON RADIO	VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	NO ANSWER
TOTALS, %	11	17	16	56	<1
CATEGORIES, %					
Sex					
Male (N=234)	9	16	17	58	<1
Female (N=274)	13	18	15	54	--
Age Group					
18-20 (N=49)	16	23	20	41	--
21-24 (N=36)	6	22	14	55	3
25-29 (N=54)	19	20	20	41	--
30-34 (N=55)	13	15	15	57	--
35-39 (N=65)	3	20	9	68	--
40-44 (N=51)	8	11	13	68	--
45-49 (N=37)	8	8	27	57	--
50-54 (N=41)	10	12	10	68	--
55-59 (N=35)	11	20	17	52	--
60-64 (N=25)	12	32	20	36	--
65+ (N=58)	15	14	12	59	--
Employment Status Head of Household					
Full time (N=381)	9	16	17	58	<1
Part time (N=24)	12	25	16	47	--
Unemployed (N=89)	16	21	13	50	--
Residential Location					
Martinez	10	16	19	55	--
Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek	13	17	9	61	--
Lafayette	10	30	17	43	--
Orinda	17	20	17	46	--
Moraga, Canyon	13	9	14	64	--
Alamo, Danville, San Ramon	7	23	12	58	--

TABLE 14 - INTEREST IN VARIOUS CLASS-MEETING FORMATS (continued)

F. CLASS ON TELEVISION	VERY INTERESTED	SOMEWHAT INTERESTED	NOT TOO INTERESTED	NOT AT ALL INTERESTED	NO ANSWER
TOTALS, %	19	27	13	41	<1
CATEGORIES, %					
Sex					
Male (N=234)	18	24	17	40	<1
Female (N=274)	20	30	9	41	<1
Age Group					
18-20 (N=49)	16	25	18	41	--
21-24 (N=36)	14	36	14	36	--
25-29 (N=54)	28	29	13	28	2
30-34 (N=55)	18	22	17	43	--
35-39 (N=65)	12	30	8	49	--
40-44 (N=51)	15	30	10	45	--
45-49 (N=37)	22	22	16	40	--
50-54 (N=41)	17	24	15	44	--
55-59 (N=35)	26	31	11	31	--
60-64 (N=25)	16	32	16	36	--
65+ (N=58)	26	21	10	41	2
Employment Status Head of Household					
Full time (N=381)	18	26	15	41	<1
Part time (N=24)	25	29	8	38	--
Unemployed (N=89)	24	29	8	38	1
Residential Location					
Martinez	14	22	20	43	2
Concord, Clayton, Pacheco, Pleasant Hill, Walnut Creek	22	20	15	43	--
Lafayette	10	47	13	30	--
Orinda	13	42	8	33	4
Moraga, Canyon	14	18	14	54	--
Alamo, Danville, San Ramon	23	26	7	44	--

TABLE 15

WAYS OF INFORMING RESIDENTS ABOUT DVC'S COURSES, PROGRAMS, AND ACTIVITIES, PERCENTAGES AND RANKINGS

RESPONSES	TOTALS, PERCENT	RANKING	
		Best Way	Best and Other Ways Combined
Radio			
Best way	5	5	5
Other ways	19		
Television			
Best way	9	4	3
Other ways	19		
Newspapers			
Best way	34	1	1
Other ways	21		
Students			
Best way	1	7	7
Other ways	3		
Teachers/Counselors			
Best way	1	8	8
Other ways	2		
Family/Friends			
Best way	<1	9	9
Other ways	1		
College Brochures			
Best way	24	2	2
Other ways	16		
Mailings			
Best way	18	3	4
Other ways	4		
Other			
Best way	3	6	6
Other ways	7		
No answer			
Best way	4	--	--
Other ways	8		

DEC 23 1981
UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36